

## **GFL PLC Leadership**

2015 – 2016

### **Chapter 3 – Creating a Focus on Learning (Essential Learning Outcomes)**

- I. Creating a culture that is simultaneously loose and tight.
- II. The questions “Learn what?” and “How will we know?” are two of the most significant questions a PLC will consider, the very basis of the collective inquiry that drives the work of collaborative teams.
- III. Guaranteed viable curriculum: 1) gives students access to the same essential learning regardless of who is teaching the class 2) can be taught in the time allotted.
- IV. Definitions:  
  
Common assessment: means students learning will be assessed using the same instrument or process and according to the same criteria.  
  
Formative assessment: is used to inform both the teacher and the student of the student’s progress so that appropriate steps can be taken to advance the student’s learning.
- V. Keep – Drop – Create
- VI. What will proficiency look like? ELP time used to help students reach proficiency – what is it we want our students to learn (master)? What is the evidence we expect students to generate in order to demonstrate proficiency? What will the student work look like?
- VII. ELO’s – Promote clarity  
  
Promote consistent priorities  
  
Crucial to common pacing required for formative assessments  
  
Can help establish a curriculum that is viable  
  
Creates ownership of the curriculum among those who are asked to teach it
- VIII. Power of Common Formative Assessments

### Tips for Moving Forward: Clarifying and Monitoring Essential Learning Outcomes

- 1) Less is more
- 2) Focus on proficiency in key skills – not coverage
- 3) Recognize that common assessments might create anxiety
- 4) Create shared understanding of the term ***common assessment***
- 5) Use assessments as a means rather than an end

### PLC Leadership Upcoming Target Dates:

September 1 – 30, 2015 Team leaders

- Work with PLC members to register for GFL Boot Camp, arrange for substitutes, and plan for travel. Each teacher MUST bring a lesson plan to the face-to-face session of Boot Camp that he or she is willing to work on in a group setting.
- Consider how to create common assessments
- Plan for at least monthly meetings with GFL PLC, Submit meeting plan to USOE to be entered into a drawing for 20 scholarships to attend the National Jump\$tart Coalition Conference in National City, MD, November 6 - 8, 2016. The scholarships are \$1300 each which should cover all expenses.

October 1 – 31, 2015

- Review with team members GFL Endorsement Requirements and do a team evaluation of individual teacher transcripts
- Review learning and outcomes from GFL Boot Camp

November 1 – 30, 2015

- Work with PLC to refine common assessments in terms of GFL on-line end of course assessment

December 1 – end of school year

- Continue monthly meetings to review assessments, enhance lesson plans and update units

February 2016

- Plan to provide the state GFL Coordinator feedback from students on the GFL Assessment (feedback can be brief and informal, such as an email which notes victories, challenges, sticking points)

## Part Six

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# Questions to Guide the Work of Your Professional Learning Community

### To Clarify Essential Learning, Ask:

1. What is it we want all students to know and be able to do as a result of this course, grade level, or unit of instruction?
2. How can we be sure each student has access to the same knowledge and skills regardless of who is teaching the course?
3. What knowledge and which skills in our curriculum pass the three-part test: endurance, leverage, and necessity for success at the next level?
4. What material can we eliminate from our curriculum?
5. Is our curriculum preparing students for success on high-stakes tests?
6. Is our curriculum preparing students for success at the next level?
7. How should we pace the curriculum to ensure that all students have the opportunity to master the essential learning?

## **To Monitor Student Learning, Ask:**

1. How will we monitor the learning of each student, on each essential skill, on a timely basis?
2. What are the criteria we will use in judging the quality of student work?
3. What evidence do we have that we apply the criteria consistently?
4. What evidence do we have that we are using the results of common assessments to identify students who require additional time and support for learning?
5. What evidence do we have that we are using the results from common assessments to identify strengths and weaknesses in our individual teaching?
6. What evidence do we have that we are using the results of common assessments as part of a continuous improvement process that is helping our team get better results?
7. Does student performance on our team assessments correlate with their achievement on other assessments at the district, state, provincial, or national level?
  - Does student performance on our assessments correlate with the grades they are earning in my course or grade level?
  - Do our assessment practices encourage or discourage learning on the part of our students?